

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is cultural product, a system of human communication, a social institution, and learned behavior. Language is used for communication. Language allows people to say things to each other and express their communicative needs. Language also functions to communicate general attitudes towards life and others. Language is a result of human thought that showed by sound, signs or written symbols. Communication will occur if the speakers and listeners understand with the language which is used. One of the important language must be taught is English as international language in the world. English is an international language which is very important to be mastered well.

The national curriculum of Indonesia had undergone change several times. The latest curriculum of KTSP 2006 (School Based Curriculum) was applied in Indonesia. Changing curriculum had affected the national education system of Indonesia, it had not only affected the learning climate in the classroom but also the readiness of the principle and subject teachers in effort to understand and apply curriculum in practice. The goal of teaching learning English is to make the learners mastering English language as international language. Mastering English in daily activity is very useful. In this case, teaching English must be conducted in every education field because English is the most commonly used language among foreign language speakers.

According to Fauziati (2010: 53) an approach to teaching writing becomes popular, namely the Genre Approach or Genre-Based Approach, which focuses on models and key features of texts written for a particular purpose. Genre-Based teaching is concerned with what learners do when they write. It allows writing teacher to identify the kinds of texts that leraners will have to write in their targer context and to organize their courses to meet these needs.

Since writing as a process is oriented towards work in progress and the development of few skills, rather than merely evaluative tasks, the classroom

practices vary from each other; these often depends much upon the student's experience and skills when planning and adjusting their writing program, Fauziati (2010: 51). Language has four language skills, namely: speaking, writing, listening and reading. Every skill is correlated to each other. Language has been written more easily to analyze spoken language. Writing is important because it can show the learner's mind and idea. If the learners do not show their mind with speaking, they can use writing to express it. Most students have difficulties to write in English language. The students are certainly makes some mistake or errors in writing because they must command grammar and structure of each sentences. Students at Vocational school usually do not pay more attention because they yet of full knowledge about the target language. They try to write what they think on their mind and sometimes little confused with the structure of sentences so that it makes some errors in their writing.

There are twelve types of genre, namely, description, report, explanation, exposition, discussion, procedure, review, narrative, spoof, recount, anecdote, and news item, Djuharie (2007: 24-43). Descriptive text is a text which indicates of describing people or things. It is describes part of people or things briefly. Description text usually to give an account of imagined something or factual events based on writer's perception.

Error analysis is the first approach to the study the second language acquisition which includes an internal focus on learners' creative ability to construct language Saville-Troike (2006: 38) in Fauziati (2009: 135). The primary focus of error analysis is on learner errors and the evidence of how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition. According to Fauziati (2009: 135-136) error analysis provides a validation for classical contranstive analysis of which the goal is to find out something about the psycholinguistic process or cognitive mechanism of second language learning. The set of procedures for conducting error analysis was originally proposed by Corder (1978: 126) in Fauziati (2009: 136); the procedures basically consist of three major stages: recognition, description, and explanation of errors.

The researcher conducts an error analysis on descriptive texts of eleventh grade students at SMK Muhammadiyah 2 Surakarta. SMK Muhammadiyah 2 Surakarta is one of vocational high school in Surakarta getting many achievements in academic and non-academic aspects. SMK Muhammadiyah 2 Surakarta uses curriculum of KTSP 2006 (School Based Curriculum) as the Indonesia government had applied. The students needed more guide for their learning. Based on the school based curriculum, “Teacher center” is the power to guide the students to understand the subject itself. The researcher tries to analyze the weaknesses in the English lesson. The researcher gives one topic for the students to make descriptive text then the researcher collects the errors found in the composition of writing descriptive text. The researcher found many cases of errors in learning English in writing skill from eleventh grade students at SMK Muhammadiyah 2 Surakarta. The researcher found that most of students in SMK Muhammadiyah 2 Surakarta made errors and mistakes. They get confused in differentiating the grammatical structure. It has been chosen as the topic of the research because the researcher found a lot of composition having many errors and mistakes. Below are the examples of erroneous:

1. *I was **bon** in Surakarta*
2. *My mother work in **Pabrik Plastik** Jerapah.*

From those examples there have a mistakes and error of each sentences. First sentence “*I was **bon** in Surakarta*”, The example shows that the word **bon** is incorrect. The learner actually wants to write **born** but he made mistakes in spelling. Second sentence from “*My mother work in **Pabrik Plastik** Jerapah*”, taken from the example, the learner wrote **pabrik plastik** instead of **plastic factory**. It indicates that the learner do not understand what the English word of her Indonesian word. The correct sentences are:

1. *I was **born** in Surakarta*
2. *My mother works in **Jerapah Plastic Factory***

Taken from the examples above, the students of SMK Muhammadiyah 2 Surakarta get difficulties to write a sentence or paragraph in English language. The researcher with her limited ability tries to analyze the students error in SMK Muhammadiyah 2 Surakarta in their writing ability entitled *AN ERROR ANALYSIS*

*ON DESCRIPTIVE TEXTS OF ELEVENTH GRADE STUDENTS AT SMK MUHAMMADIYAH 2 SURAKARTA 2015/2016 ACADEMIC YEAR.*

**B. Limitation of the Study**

In this research the researcher only limits the subject on descriptive texts of eleventh grade students at SMK Muhammadiyah 2 Surakarta and the object study is erroneous of writing descriptive texts made by students.

**C. Problem Statement**

The researcher found some erroneous from the learner's writing on descriptive text of eleventh grade students at SMK Muhammadiyah 2 Surakarta. Based on the problem above, the researcher raises some subsidiaries research questions that may arise from this research are as follows:

1. What are the lexical errors made by the students?
2. What are the grammatical errors made by the students?
3. What are the discourse errors made by the students?
4. What is the frequency of each type of errors?
5. What is the dominant type of errors?
6. What are the sources of errors?

**D. Objective of the Study**

Based on the problem statement, the objectives of this research are as follows:

1. To explain lexical errors in descriptive text made by students.
2. To explain grammatical errors in descriptive text made by students.
3. To explain the discourse errors in descriptive text made by students.
4. To describe the frequency of types of errors.
5. To know the dominant type of errors.
6. To explain the source of errors.

## **E. Significance of the Study**

From this research, the researcher hopes that this study has the following benefits:

### **1. Practical Significance**

#### **a. The teacher**

The researcher hopes that this research can help the teachers for teaching their students and give the contribution to the development of teaching English writing. Thus the teachers know the error writing of their students then they can prepare how to teach them well. This result of the research is useful to additional information that can be applied by general English teacher in teaching and practicing writing skill.

#### **b. The students**

This research can be useful for the students because they will know the component of their errors, part of errors and they can learn more how to write a good sentence or paragraph. The students also could understand the way to write.

#### **c. Other researcher**

This result would give the information and knowledge about the frequency and dominant of types of errors that faced in writing skill. The researcher hopes that his finding can be used by other researchers to open further error analysis on descriptive texts of vocational high school.

### **2. Theoretical Significance**

The result of the research can be used as the reference for those who want to conduct a research in error analysis. The researcher hopes that this research can be useful for other researcher and the readers. The finding of this research also will enrich the theory of students writing mastery.

## **F. Research Paper Organization**

The researcher organizes this research paper in order to make it easier to understand. The following shows the content of this research.

The first chapter is introduction. It includes background of the study, problem statement, limitation of the study, objective of the study, significance of the study and research paper organization.

In the second chapter, the researcher presents the review of related literature. It consists of previous study, notion error analysis, goal of error analysis, errors and mistakes, error description and classification, sources of errors, the written production and English text.

The third chapter discusses the research method. It presents the type of the research, subject and object of the research, data and data source, method of collecting data, and technique for analyzing data.

The fourth chapter discusses the research finding and discussion.

The fifth chapter is the last chapter. It elaborates of conclusion, pedagogical implication, and suggestion.